

THE IMPLEMENTATION OF KAHOOT AS DIGITAL ASSESSMENT TOOL IN STRUCTURE CLASS OF PARAHIKMA INSTITUTE OF INDONESIA

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Abstract

This research was aimed to find out the effectiveness of Kahoot as digital assessment, and the impact of Kahoot on students' academic performance. This research was conducted at Parahikmah Institute, Makassar, and 15 students were selected as the subject of this research through purposive sampling. This research applied the qualitative method. The instruments used in this research were questionnaire and interview. The questionnaire used in this study was administered to find out the students' perceptions towards Kahoot as digital assessment in the classroom. Moreover, a semi-structured interview was conducted to find out how the lecturer and students perceived Kahoot as a digital assessment. The result of this study shows that Kahoot was effective to be implemented in the EFL classroom. The result of students' perception shows that the majority of students or more than 50% of the students were satisfied with the Kahoot application. Kahoot gave positive impact to the students' academic performance. It is proven from the progress of weekly test that from the first week to the final test the students' score were significantly increased.

Key Words: Kahoot, Digital Assessment Tool, Structure Class

Introduction

Technology is already integrated into nearly everything we do and nearly every job the students will encounter. Technology also affects the assessment process. The assessment process that uses technology is called a digital assessment. Digital assessment is the presentation of evidence, for judging students' achievement, managed through the medium of computer technology. Computer technology refers

to hardware, software, and networks. One of the tools that can be used in digital assessment is Kahoot. Kahoot is a tool for using technology to administer quizzes, discussions or surveys. It is a game-based classroom response system played by the whole class in real-time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. By using this application, teachers can eventually save time and paper, while collaborating more effectively with students.

Lately, most schools and universities have access to the technology that is available to provide high quality, high capacity, and ultrafast internet access for teaching and learning. Connected classrooms offer today's students and teachers easier, affordable, and faster access to information, teaching and learning resources, peers, experts, and the wider community. This condition makes the possibility to use Kahoot in the teaching and learning process. Regarding the advantages of Kahoot, it also has some disadvantages. There are still some characters that cannot be used in the question, and educators cannot ask open-ended questions or receive an open-ended response. Besides, several things also should be considered when applying Kahoot in the classroom, such as a network. Since Kahoot! is operated via online, it needs a good network to make the teaching and learning process through Kahoot running well.

Plump and La Rosa (2017) have researched Kahoot in the classroom to create engagement and active learning that is implemented as a Game-Based Technology Solution for eLearning Novices. They found only 9 % of students gave a negative comment about using Kahoot. Most students give a positive response and enjoy the learning process. They also stated that Kahoot adds positive energy, support concept exploration, and add fun to the classroom, which seems to translate into increased comprehension and motivation. However, only a few studies focus on Kahoot as a digital assessment. It is clear that compared to manual assessment, digital assessment has some advantages. The manual assessment sometimes takes a long time, needs more paper and sometimes the assessment from one teacher/lecturer may not be objective. Therefore, it is a needed digital assessment tool like Kahoot.

Digital Assessment in Language Teaching

Yoon et al. (2012) stated that digital learning was first proposed by Jay Cross in 1999. With the advance and development of technology tools, it appeared different

explanations and terminology, such as Internet-based training, web-based training, or online learning, network learning, distance learning. Doris Holzberger et al. (2013) regarded digital learning as delivery with digital forms of media (e.g. texts or pictures) through the internet; and, the provided learning contents and teaching methods were to enhance learners' learning and aimed to improve teaching effectiveness or promote personal knowledge and skills. Basically, computers and network technology media were applied to learning situations, including synchronous and asynchronous network learning, to break through the restrictions on time, location, and schedule, and to achieve the learner-centered individualized learning (Kaklamanou et al., 2012).

In the era when knowledge and information flow rapidly, the application of digital learning covers different fields and industries. Based on distinct positions or points of view, the definitions are different. The most representative one is the definition proposed by American Society of Training and Education (ASTD). It defines e-learning as the process learners applying digital media to learning. Digital media contain the internet, corporate network, computers, satellite broadcasting, audiotapes, videotapes, interactive TV, and compact disks. The application includes network-based learning, computer-based learning, virtual classrooms, and digital cooperation. Anttila et al. (2012) regarded digital learning as a digital tool to acquire digital teaching materials for online or offline learning activity through wire or wireless networks.

Current literatures therefore reveal different explanations of digital learning among domestic and international researchers. By comprehensively analyzing the viewpoints of several researchers, digital learning could be divided into four parts (Keane, 2012). (1) Digital teaching materials: It emphasizes that learners could learn by extracting some digital teaching material contents. The so-called digital teaching material contents refer to e-books, digitalized data, or contents presented with other digital methods. (2) Digital tools: It stresses on learners proceeding learning activity through digital tools, such as desktop computers, notebook computers, tablet computers, and smart phones. (3) Digital delivery: It emphasizes that learners' learning activity could be delivered through the Internet, e.g. intranet, internet, and satellite broadcasting. (4) Autonomous learning: It focuses on learners engaging in online or offline learning activity through digital learning by themselves. It stresses on personal autonomous learning and requires the participation of learners with autonomous learning to precede learning.

The Implementation of *Kahoot*

Kahoot is a tool for using technology to administer quizzes, discussions or surveys (Play: 2014). It is a game-based classroom response system played by the whole class in real time. Multiple choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer.

A Kahoot is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of “players”, creating a social, fun and game-like learning environment. Kahoot is also a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages (Edtech: 2015). Kahoot’s quick pace, suspenseful music, and instant scoreboards keep competition lively and learners engaged. Students will definitely be asking to play again and again, and many will love the challenge of creating their own Kahoots. Fast, right-or wrong feedback is provided on students' devices and the class screen. The multiple-choice quizzes may tend to favor memorization, but having kids create Kahoots allows for higher-order learning.

The utilization of *Kahoot* in education

Kahoot can quickly become a go-to for teachers looking for an engaging way to run checks for understanding or exit tickets. You could even have students take over the review process or class discussion by rotating responsibility for making the weekly quiz. Go beyond memorization of facts and allow Kahoot to introduce scenario questions/ prompts with multiple decisions; stimulate conversation from the results. Kahoot extends the discussion to classrooms across the state or country. Acclimate students with the site so they may increase their scores after class has ended or perhaps test their skill with Kahoot. Do not forget professional development; use the team mode to pose pedagogical questions and promote for thought discussions among teacher peers. Use Kahoot to break the ice at the beginning of the school year or bond with learning-community members.

Kahoot, a free student response tool for all platforms, allows teachers to run game like multiple-choice answer quizzes in real time. Teachers (as well as students) can either create their own quizzes or find, use, and/or remix public quizzes. Questions, along with answer choices, are projected onto a classroom screen while students submit responses using a personal (likely mobile) device. Questions and polls can contain images and video to help further appeal to all learners. Students'

devices display color and symbol choices only; the actual answers must be viewed on the classroom screen. The energized, game-like atmosphere comes from the use of bright colors and suspenseful music. Liveliness in the game or quiz escalates as updated ranks appear on the class scoreboard after each question; personal point's data is sent to each device. The Team Mode mixes things up and allows groups of students to cooperate with each other and compete against other teams. Playing a game of Kahoot does not involve an account, only a game PIN from the main screen and a name. However, students can create accounts, and there are some serious privacy concerns.

Teachers and students can create multiple choice quizzes as well as polls and surveys that populate on the spot data (although this data isn't saved over time). Other than their own scores, students only see the top achievers, so low-performing students won't feel put on display. Quiz questions and polls stimulate quick instructional decisions as well as whole-class discussion, but an open-ended response feature and/or the ability to string together a quiz and a poll in one game would be welcome to aid learning. Tech savvy-students can connect with students from across the globe to play or connect to their peers after-hours to compete for new scores. Data can be downloaded by teachers (or student creators) and viewed in Excel. These reports can be helpful, but data cannot be compared over time for classes or individual students since accounts are not required for students (even though they can, if they choose, create them). For teachers, this means it can be time intensive to analyze students' growth patterns or individual problem areas using Kahoot quizzes. Kahoot is suitable for teaching English the three features (quiz, survey and discussion) could be used as assessment, ice breaker and tool to stimulate students' discussion in any specific subjects in English.

Definition of Perception

Feldman (2011) states perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. On the other hand, perception is the sorting out, interpretation, analysis, and integration of stimuli carried out by the sense organs and brain. Every people have a different perception on the same thing. It is because of the factors of the people knowing of the world and his feeling of that.

Walgito (1993) stated that someone's perception is the active process which holds the role, not only the stimulus that gotten by them, but also the individual as the unity within their experiences, motivation and the relevant attitude to response the stimulus. Individual in the relation with the out world always do an observation to get the meaning of stimulus which is accepted and the sense tools are used as the way between the individual and the out world. To make the observation process happens, therefore we need the observed object by our sense properly and the attention is the first step as the preparation to do an observation. Perception in general meaning is the perspective of someone of something which will make the response about how and with what someone will do.

Leavitt (in Rosyadi, 2001) divides the perception into two perspectives that are perspective in specific and in general. The specific perception defined as the visual, how someone sees and defines something. Most of the individual realized that world as how cannot seen and it is not always same as the reality, so that it is different with the specific approach, not only for seeing something but focus to the definition of thus something. Perception means that analysis of the way how to integrate our application to every point in around the individual within the impression or the concept which is existed, and then the individual recognized those things.

RESEARCH METHOD

Research Design

This research employed a qualitative study that emphasizes on the implementation of Kahoot as digital assessment. The focus of this research was on the students of Parahikma Institute of Indonesia. The primary data source of this research was taken from the Structure class. The subject of this research was taken based on purposive sampling.

Procedures of collecting the data

This research is conducted based on the following procedures: The researcher asked permission to the head of English Department in Parahikma Institute of Indonesia to do a research in Structure class. After getting the permission, the researcher discussed with the lecturer who was responsible for Structure class, and asked for the schedule of the class. For the first meeting, the researcher observed the teaching and learning process. The ways in doing observation are: a) the researcher prepared the concept of observation form; b) the researcher attended the classroom, c) the researcher had done the observation in the classroom after selecting subjects were using Kahoot! in their learning process. By using observation guide, the researcher

observed the way Kahoot implemented in the classroom. The test was conducted in the first and the last week of the meeting to see how effective the Kahoot application was. At the last meeting the researcher distributed the questionnaire to the students. The questionnaire was aimed at finding out the students' perception about Kahoot application. There were 10 questions from the questionnaire which is adapted from Cairamella, 2017. The researcher also conducted a semi structure interview to ask the students and the lecturer about their perception toward the implementation of Kahoot as a digital assessment and to find out the impact of Kahoot toward students' achievement.

Technique of Data Analysis

In analyzing the data from the questionnaire and interview, the researcher followed some steps which deal with the procedures in analyzing qualitative research data. According Virginia Braun, Thematic analysis is the process of identifying patterns or themes within qualitative data. Braun & Clarke (2006) suggest that it is the first qualitative method that should be learned as '...it provides core skills that will be useful for conducting many other kinds of analysis' (p.78). Therefore, the researcher adopted and combined these steps in order to get the comprehensive and suitable procedures/steps in analyzing the data based on the objectives of the research.

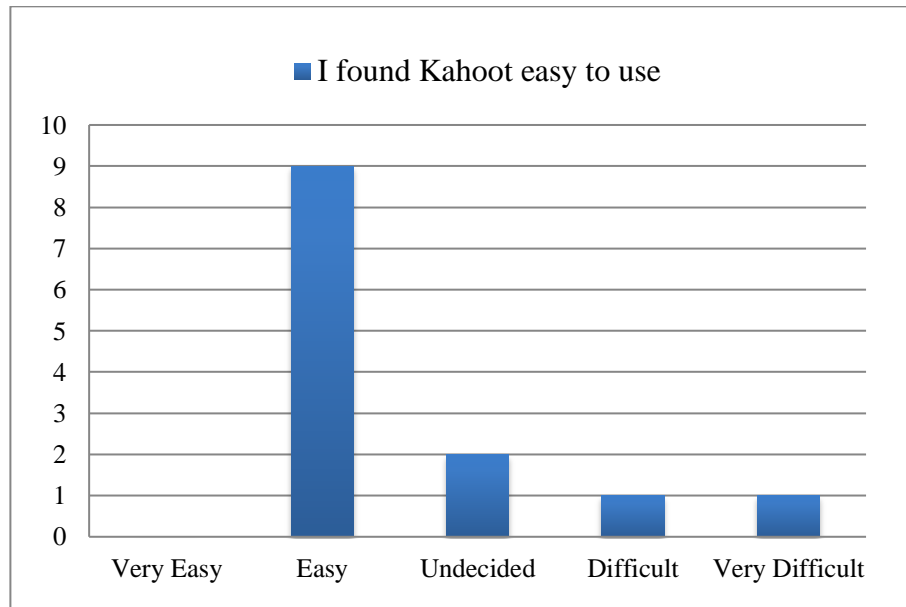
RESULTS

How the students perceive on Kahoot application as digital assessment in the classroom to facilitate the students' engagement in English language context.

After using Kahoot application for eight meetings, the researcher found that the students were interested and wanted to learn more about Kahoot application. The features of Kahoot is easy to use and it provides fun games, so the students feel engage during the learning process. The students had given their point of view regarding with Kahoot as digital assessment and to facilitate students' engagement in English language context. The researcher collected the data through questionnaire and interview to get more in-depth result.

- a. The students found that Kahoot easy to use

The researcher found that the students were easy to use Kahoot according to the following diagram.



Based on the chart above, the highest percentage is 69% that the students is satisfied with Kahoot application because it is easy to use. However, there are 8 % students felt dissatisfied and 8% students felt very dissatisfied. It shows that some students might not get used to with the application such as kahoot, and find it hard to learn something through it. Moreover, there are 15% students undecided that they neither satisfied or dissatisfied.

Based on the data of questionnaire, the researcher implies that the students were easy to utilize Kahoot application. Majority students did not face any problems in utilizing the application. Besides, Kahoot application also has a simple feature that enable every student to use it. The process of login into the application could be done quickly as long as the connection is stable. Furthermore, the students could access the application through their own smartphone, so wherever they are, they are still able to work with Kahoot. Therefore, it is suggested that the lecturer should applied Kahoot in teaching and learning process.

b. Using Kahoot! kept the students on task

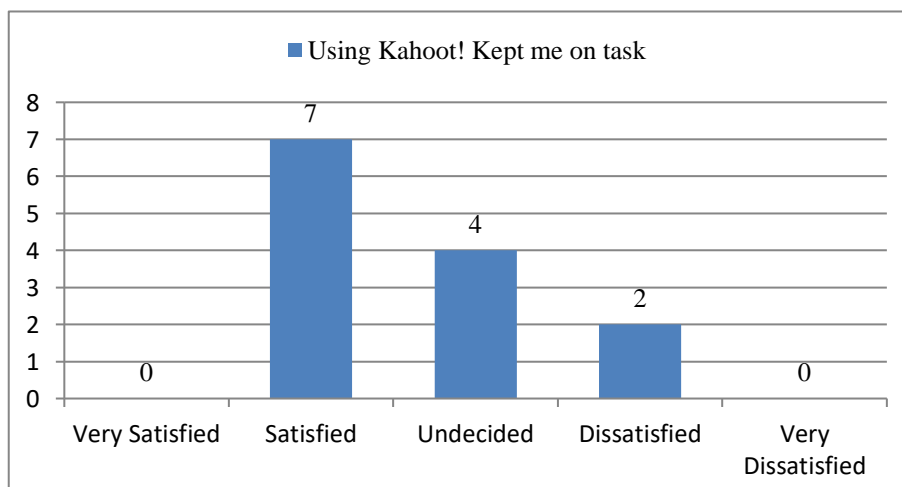
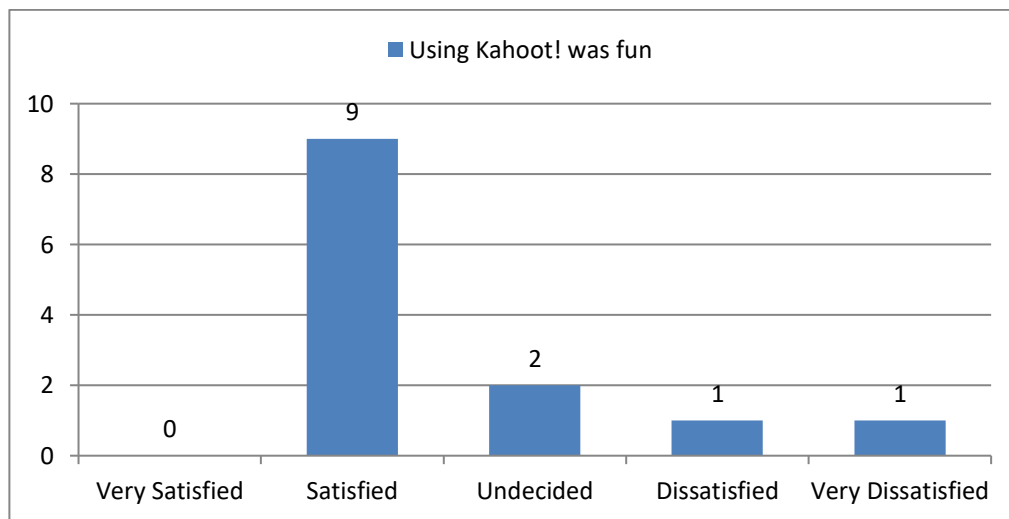


Chart above shows that the highest percentage is 54% students satisfied and the lowest is 0% very satisfied and 0% very dissatisfied. Whereas, there are 31% students undecided, and 15% dissatisfied with Kahoot.

Sometimes unstable and it could prevent the students to work with their task. Therefore, it is important to maintain the internet connection especially in a class that use an online course or using an application such as Kahoot. Based on the data above, it can be concluded that majority students are satisfied with Kahoot application. Some of the students felt like they kept on task while using Kahoot application and some of them did not feel the same. The researcher found out that the internet connection could be the main problem that make the students did not stay on task. Internet connection

c. Using Kahoot! was Fun



The chart above shows about students' perception on the use of Kahoot application. The data displays that the highest percentage is 69% students are satisfied, and the lowest is 0% which is very satisfied. However, there are 15% students are undecided about it. They neither satisfied nor dissatisfied about Kahoot itself. Moreover, there are 8% students dissatisfied, and 8% students are very dissatisfied.

The researcher implies that the students were having fun with Kahoot application. It has been proven from the data that shows majority students are satisfied with Kahoot. It is because Kahoot application offers some fun games, so the students could play games through Kahoot application and the result are displayed directly after completing the games. The games were displayed in a form of quiz, so the students were not really boring in the

classroom. Besides, Kahoot application also offers some materials that can help the students to learn English, especially learning English grammar.

d. Using Kahoot! helped the students learn new things

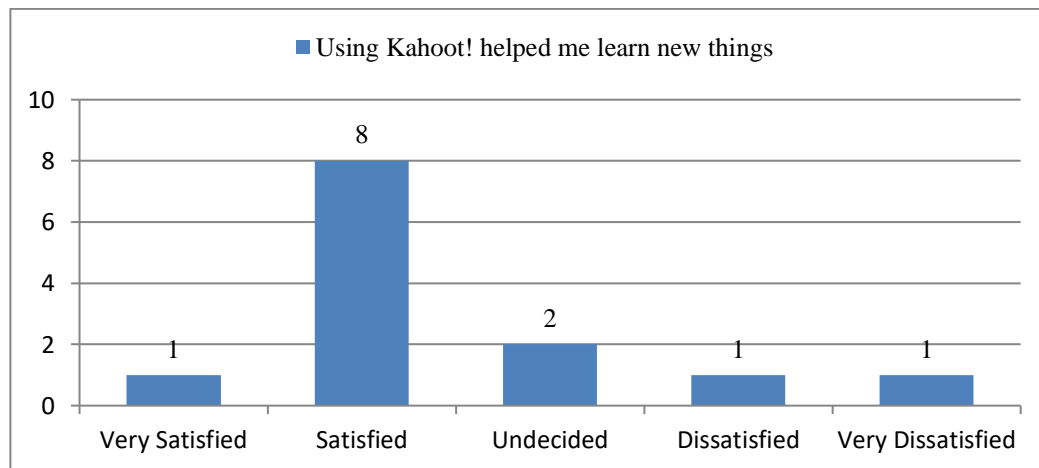


Chart above displays the percentages of using kahoot helped them learn new things. The highest percentage is 61% students satisfied about it, and lowest is 8% are Very satisfied. However, there are also 8% students are dissatisfied and very dissatisfied. Besides, there are 15% students are undecided about it.

Based on the chart above, the researcher implies that majority students felt like they got new things after using Kahoot application. The students could learn to make a class, and make their own quizzes through Kahoot. Besides, they can monitor their own classes from their own smartphone. Those new things are important in the future so that the students can explore Kahoot application to help them learn more from it. However, there are some of them did not feel that they learn new things after using Kahoot. In this case, the researcher assumes that the students might have familiar with the application or they have experienced with that kind of application. Therefore, even though a few students did not get new things, they still enjoy the learning process.

- e. The students would rather use technology to learn than paper and pencil.

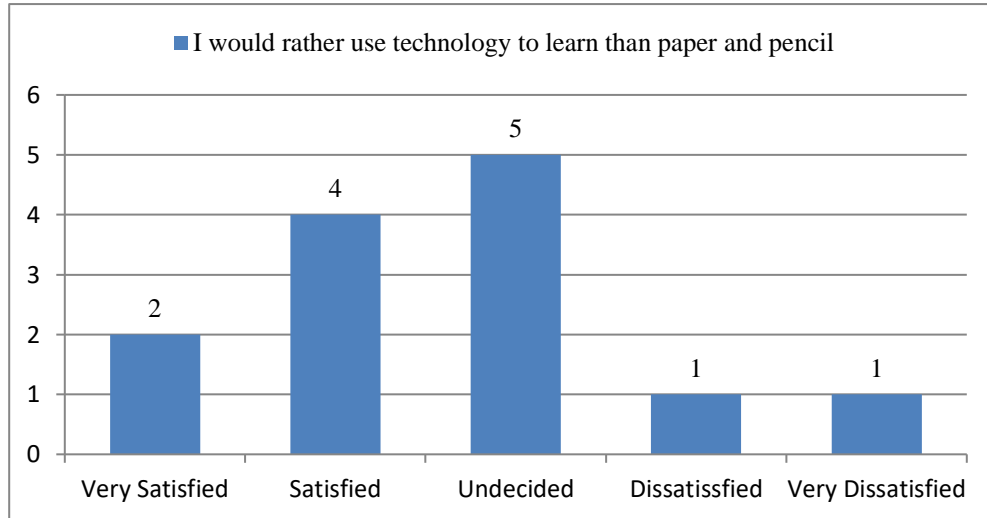


Chart above shows about the result of students perception on technology than paper and pencil. The highest percentage is 38% students are undecided, and the lowest is 8% students Dissatisfied and Very Dissatisfied. Moreover, there are 15% students very satisfied with it. Based on the chart above, it can be implied that a few students tend to choose paper and pencil to learn. However, some of them are into technology to learn something. The researcher assumes that the students who choose paper and pen tend to feel comfortable to learn rather than through technology. In this case, it depends on the students learning style. In other hand, those who prefer to use technology to learn thought that it fulfill their needs and helped them learn a lot. However, there are some of them who might tend to both of them. The researcher assumes that, the students have their own style to learn something which might related to technology or paper and pen that enable them to improve their skill.

- f. The students would like to use Kahoot! in other classes to help them learn.

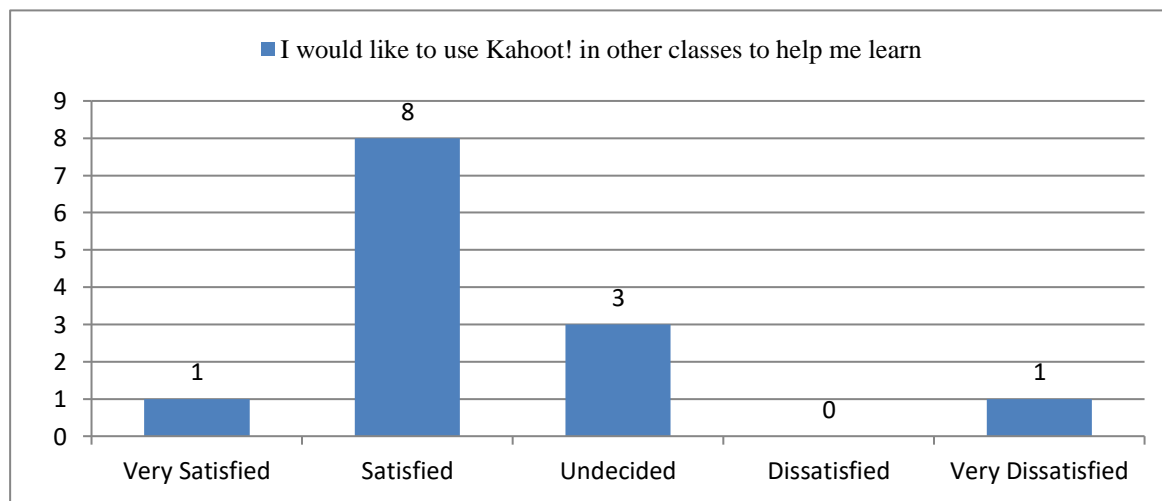
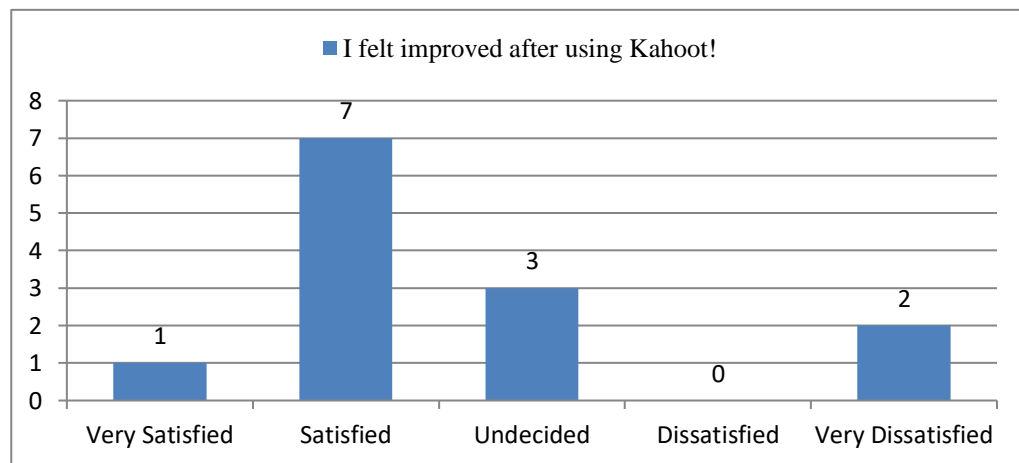


Chart above shows about the percentage of students' perception on Kahoot application to be used in other class. The highest percentage is 61% students are satisfied after using Kahoot application, and the lowest is 8% students Very dissatisfied. However, it can be seen that there are 23% students undecided about it.

Based on the data, the researcher conclude that Kahoot gives more benefit to the students so that they wanted to explore it more in other classes. It is because, Kahoot application offers some helpful materials especially in learning English. Moreover, since Kahoot provides quiz and discussion, the students could have the opportunity to create their own quiz, and they can make a group discussion through Kahoot.

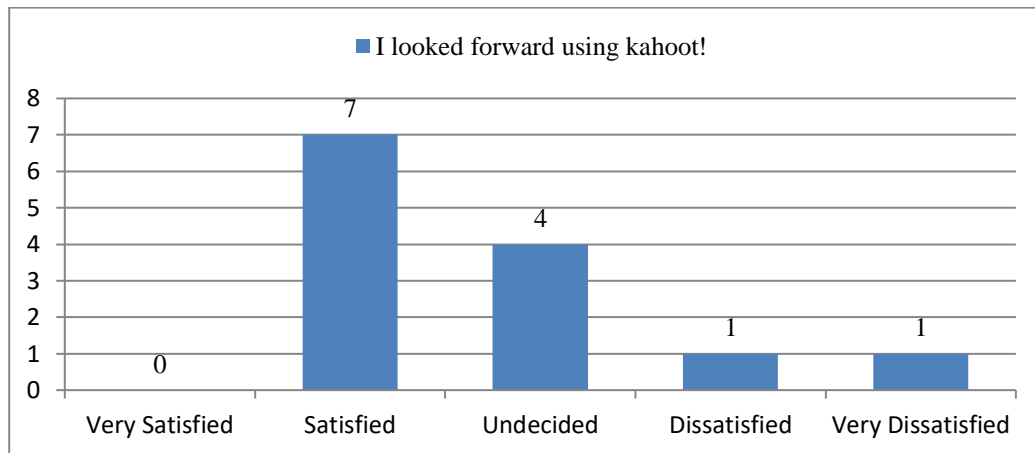
g. The students felt improved after using Kahoot



The chart above shows about the result of students' perception on how Kahoot improved the students' skill. The data displays 64% students felt satisfied about Kahoot. Besides, there are 8% students very satisfied about it as well. However, there are 15% students very dissatisfied about using Kahoot and 0% very dissatisfied. In other side, there are 23% students undecided about Kahoot application. They are not sure about Kahoot can improve their skill or not.

The researcher implies that, majority of the students thought that they had improved after using Kahoot application. However, a few of them did not feel that way. The researcher assumes that the using of Kahoot application brings a different perspective to some students. Some of the students got new things after working with Kahoot, but some of them did not feel that they had gained a new knowledge through Kahoot. In this case, the researcher implies that there are factors that makes the students did not improve.

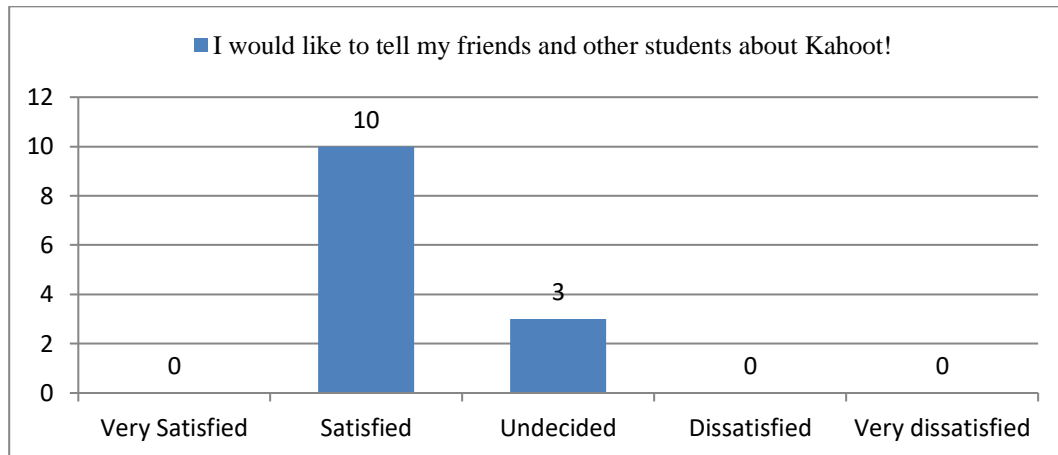
h. The students looked forward using Kahoot!!



The chart above shows the result of students' perception on Kahoot application. It shows that the highest is 54% students satisfied about Kahoot, and 7% are dissatisfied about Kahoot. Based on the result above, it can be implied that majority students are satisfied with Kahoot. The researcher found that the students wanted to use Kahoot. They were curious about it and wanted to explore more. The students also shows that they were engaged through Kahoot because it was a new thing for the students, and it also helped them to improved their English.

In other hand, a few students felt that they did not agree with it because they were not into Kahoot. However, the researcher believe that Kahoot application brings benefit to lecturer and students as long as it is used in an appropriate way.

i. The students would like to tell their friends about Kahoot!!



The chart above shows about the students' perception on kahoot application. The highest percentage is 77% students satisfied with kahoot, and 0% dissatisfied with kahoot. Based on the data above, the researcher can conclude that majority of the students would like to recommend the application to other students since they had got the benefit from it. Kahoot! is able to be operated online, and has a feature such as social media platform, so they can make their own group by using Kahoot application.

Therefore, the researcher think that it is good to recommend the application, because it is really helpful for teachers or lecturers to monitor their classes, and it also provides helpful materials for the students to learn something.

j. The students think that Kahoot! is Interesting

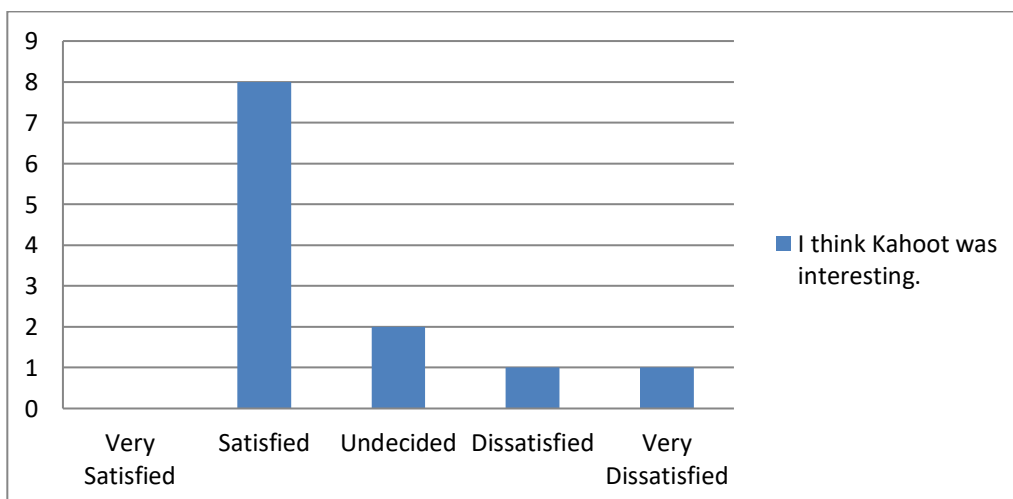


Chart above displays the result about students' perception on kahoot. The highest percentage is 67% students satisfied with it, which means kahoot is interesting for the students. However, there are 8% students dissatisfied about it. Moreover, there are 17% students who are undecided. Which means they are neither satisfied nor dissatisfied.

Based on the data from the questionnaire, the researcher implies that students feel that Kahoot is Interesting to be used. It is because they can use it through their smartphone and they can monitor their own progress. Besides, the students can modify their own quiz depend on what they like, and it also provides some games.

Therefore, the students feel really engaged using Kahoot during learning process, and they are participating in the classroom by using kahoot application.

The impact of Kahoot application towards students' academic performance.

Students' academic performance

The test were conducted to see students' academic performance during the learning process. The test was conducted in the first week and the last week of the meeting to see how the students' academic performance improved. Therefore, the lecturer had prepared 30 question of structure test. The following were the result of the weekly test to see the effectiveness of Kahoot after they completing the test through Kahoot.

Table 1. Test: First Week

Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	AIA	14330	18	12
2	MAW	11169	14	16
3	RSL	9626	13	17
4	FTA	9269	12	18
5	AWL	7998	10	20
6	VVD	7598	10	20
7	AST	6741	9	21

8	AER	6508	10	20
9	NIM	6083	9	21
10	STM	5960	8	22
11	RAN	5243	7	23
12	FTW	4125	6	24
13	ARW	0	0	30

The data of the first week test were gained automatically after the students finishing the test. As shown in the table that the students' progress can be monitored through the amount of correct and incorrect score of the test. The ranking displays the highest and the lower score of the students. The test result could be the way of the lecturer to analyze the strength and weaknesses of the students. Since the score were automatically displayed after completing the test, the students also can be aware of their own strength and weaknesses.

Based on the data pretest, the researcher implies that the students were still not familiar with the Kahoot application. It is because, they had to face some problems such as internet connection and time. The students had to think quickly to answer the test because each number were limited by time. Therefore, after obtaining the result of the test, the lecturer gave treatment to the students on how to work with Kahoot application.

Table 2. Final Test

Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	AIA	38076	30	5
2	MAW	26967	24	11
3	FTA	21178	20	15
4	STM	19466	20	15
5	VVD	18888	20	15

6	ETM	17317	17	18
7	RSL	14687	15	20
8	AEL	14595	17	18
9	AWL	14344	15	20
10	ARW	14331	16	19
11	NIM	13252	15	20
12	AST	11656	11	24
13	RAN	9730	10	25
14	FTW	8524	10	25

The last week test result shows that the students had gained improvement. It can be seen from the table that there is significance result compared to the pretest. The score of the students display higher result compared to the pretest. Besides, the rank of the students also changed, there were some students who gained a better result after getting treatment from the lecturer. The result of the final test shows that Kahoot application were effective to be used as a testing tool as well as digital assessment. It has been proven from the result of students' progress after getting treatment and they also already familiar with the Kahoot application. Furthermore, Kahoot had helped the students to practice their English because it provides a lot of material and exercises, and they can train themselves through answering the quizzes through Kahoot. More importantly, they are able to monitor their progress through Kahoot, So they know and be more aware of their weaknesses.

Discussion

How the students perceive on Kahoot application as digital assessment in the classroom to facilitate the students' engagement in English language context.

The utilization of Kahoot in EFL classroom brings new knowledge to the students. As digital assessment, Kahoot could facilitate the students' engagement in learning process. As Cetin (2018) found that Kahoot was enjoyable, informative, useful, perfect and fine. It implies that Kahoot is not only a digital assessment, but it really engage the students to enjoy the learning process.

The simplicity in using Kahoot makes the students comfortable to work with the application. It is because, they can access Kahoot through their Smartphone and all the process of registration are easily done. Besides, the materials are available in the application, so the students can practice to enhance their knowledge especially in English. Furthermore, when the students do exercise, they can monitor their score which is good because they know their strength and weaknesses, so they can upgrade their level to be better. Moreover, Kahoot application encourage the students to learn new things. They can make their own quiz through kahoot and also they can work in group so they can help each other.

The Impact of Kahoot application towards students' academic performance.

Kahoot has given some positive impact to the students' academic performance. Academic performance of the students of this research was analyzed based on the assessment score of the test after attending the meeting for a month. The assessment score shows the great improvement through test that is conducted through Kahoot application. It is clearly shown as the students successfully improved their score after following the test which is conducted through Kahoot. The comparison between two weekly test shows that there is a significance difference of the score of the students. Besides, the teacher also successfully encourage the students with Kahoot and they found Kahoot interesting to be applied in the classroom especially in EFL classroom.

This is in line with a research that is conducted by Plump and La Rosa (2017), who has conducted a research about Kahoot in the classroom to create engagement and active learning that is implemented as a Game-Based Technology Solution for eLearning Novices. They found only 9 % students gave negative comment about using Kahoot. Most students give positive response and enjoy the learning process. They also stated that Kahoot adds positive energy, support concept exploration, and add fun to the classroom, which seems to translate into increased comprehension and motivation. The research implies that Kahoot can create a positive energy to the students and it encourages them to participate in the classroom.

Since Kahoot is designed as a game based application, it attracts the students more and make the students aware of their strength and weaknesses. It is shown in this research that the students practiced their skill through completing quiz from Kahoot application. More importantly, the students could access the application anywhere as long as the internet connection is available. Regarding with the internet connection, the researcher found that it became one of the problems in implementing Kahoot in the classroom. The internet connection could be the factor for the success of implementing Kahoot. As the students said that they could not focus when the connection is bad and it could decrease their motivation

Conclusion

Kahoot application as digital assessment is effective to be applied as digital assessment. The lecturer can modify the exercises based on the students' need and

monitoring the students' progress daily. The application also easy to use that enable students to work with it. Moreover, the students are more engaged with the application because it offers an easy feature and can be operated through smartphones. Since the students has smartphone, they are able to open Kahoot! and practicing their skill independently.

Kahoot! also provides helpful material which is included inside it, so the students could learn and practice by themselves. Furthermore, the assessment through Kahoot! also can be monitored after completing a test or quiz, so the students can be more aware of their strength and weaknesses. More importantly, Kahoot! also has brought some positives impact to the students. The students can get a new experience in learning things through application. Besides, they can be more engaged and they can enhance their collaboration during the learning process.

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